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ABSTRACT

The history, purposes, activities and success of the Widening Opportunity Research Center (WORC), founded in 1972 to promote continuing education in Massachusetts, are documented in this project report. Each area of the WORC program is described and evaluated as of 1978, including: (1) counseling; (2) training; (3) employment referral; and (4) promotion of adult service centers. The numerous positive effects of the program's information dissemination projects and activities (conferences, group guidance, skill-building, and career planning workshops, etc.), particularly for low income and minority groups, are related. The failures of the program, including its inability to create a pool of experienced committed volunteers to supplement staff efforts and failure to provide training for other institutions in the development of adult service centers, are examined along with the many successes. Recommendations are made concerning improving and/or perpetuating each area of WORC. (W1)

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WIDENING OPPORTUNITY RESEARCH CENTER PROJECT

(September, 1976 - June, 1978)

FINAL REPORT

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Phone: (617) 275-8910

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Co-Directors:

Lila M. Hexner, Director
Division of Community Services

Susan B. Capon, Coordinator
Widening Opportunity Research Center

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WIDENING OPPORTUNITY RESEARCH CENTER PROJECT

Executive Summary

The Widening Opportunity Research Center (WORC) Project was established at Middlesex Community College in 1976 as a special two-year effort to develop a plan of action that would investigate and promote ways to make Continuing Education in the Commonwealth of Massachusetts a cost-effective way to provide quality counseling and vocational training programs to individuals of all ages and backgrounds.

The project began with the following main goals: 1) to counsel and support adults in the redirection of their lives; 2) to help adults whose lives have been disrupted find further education and/or job training or re-training; 3) to provide adults with counseling, training programs, and employment information and referral; 4) to increase the range of programs offered by the Center; 5) to develop training programs to meet local employment needs; 6) to create a reservoir of trained and skilled volunteers to staff the WORC adult service center; 7) to train volunteers to staff self-perpetuating service centers; 8) to train representatives of agencies and educational institutions on how to develop and maintain self-perpetuating adult service centers; 9) to develop WORC as a demonstration model

for the State; 10) to provide others with information so that they can develop such a center; and 11) to support legislation so that adult learners will have equal opportunity in education.

To reach the Project's goals, the following major activities were initiated: individual and group career counseling; workshops, seminars, and courses; an information and referral service; a resource library; a volunteer professional service; a newsletter and newspaper column; varied job training programs; speakers' bureau; conferences; open houses; mobile van; job clubs; employment clearinghouse; and job exchanges.

One major assumption of this Project was that the training of volunteers to become paraprofessionals and the provision of internships to retired or re-entry professionals would enable the WORC Project be self-perpetuating and cost effective.

The most significant outcomes of the WORC Project lie not in the total numbers of people served or the variety of activities initiated but in its institutionalization within Middlesex Community College, and in the diffusion of its philosophy and beliefs throughout the College. Out of the WORC Project grew a Division of Community Services with a budget of its own and a place in the organizational chart.

In addition there was increased recognition of the importance of advisory committees for program development, and increased awareness that adult service centers may not be able to be completely

staffed by volunteers as it is difficult to attract experienced volunteers on a long-term basis who would be committed to a center's goals and programs.

However, the numbers of people served and the variety of programs and services are important, and they are as follows:

- * 3,500 low-income/minority, and older adults in the Greater Boston and Greater Lowell Areas were provided group guidance and information and referral service via the mobile van.
- * 500 adults were provided one-to-one career counseling at the Main Campus.
- * 450 people attended two (2) conferences designed to provide current occupational, employment, and educational information.
- * Four (4) Orientation Days were held to acquaint 175 adults in the Community about WORC programs and services.
- * Over 1500 individuals participated in a variety of life/career planning and skill-building workshops and seminars.
- * 400 older adults and those who served them attended two (2) conferences which were designed to encourage them to share, consider, and reappraise the possibilities of the later years.
- * Thirty-five (35) adults interested in returning to school attended two (2) informational meetings co-sponsored by WORC and Student Services.
- * Weekly newspaper column reached over 46,000 homes.

- * Bi-monthly newsletter sent to over 2,300 people.
- * Employment Referral served over 550 men, women, and employers.
- * 850 people received short-term vocational/occupational training.
- * 120 adult educators from the United States and several foreign countries received information about how to develop adult service centers.
- * Maintained a bank of over 200 résumés which were used to match up with the job vacancy needs of employers.
- * Three (3) Massachusetts community colleges established WORC-like programs.
- * WORC Staff spoke to more than 4,000 people about WORC goals and programs.
- * Information on present and future local employment opportunities was gathered from fifty (50) Personnel Directors.
- * Thirty-five (35) people interested in finding or upgrading their jobs attended a "Secretarial Career Day".
- * Twenty-three (23) job seekers attended two (2) job clubs.
- * 150 people attended a film/lecture series which focused around Personal Growth, Job Opportunities, and Living Alone.
- * More than 500 visitors have utilized the printed resources

of the WORC Resource Library.

- * Over 1,400 adults were provided information and referral services via the telephone and/or by mail.
- * 150 volunteers/interns assisted the WORC Staff.
- * Programs and services were expanded to meet the expressed needs of different segments of the Community: Trading Post, Quest, Discovery, S.O.S., workshops and seminars for career changers, Venture, and the Institute for Small Business Concerns.

By looking backward from where the WORC Project and the status of continuing education in Massachusetts were in 1976 to where they are now in 1978, the long-term consequences of the Project can be predicted with some confidence. Most likely counseling, training, information and referral, and job development services will continue at the College with some modifications. Further expansion of programs and services to reach a larger and more varied audience will occur. College financial commitment to the Division of Community Services, and acceptance of its philosophy and goals will significantly increase. The Division of Community Services will continue to be a trendsetter in the Commonwealth of Massachusetts.

However, the most noteworthy consequence of the WORC Project will be the multiplication of adult service centers throughout Massachusetts and the rest of the country. Its success and experience will encourage and support others to develop WORC-like programs.

Preface

The WORC Project final report is designed to provide information and guidelines for action to individuals interested in developing or expanding adult service centers for out-of-school adults.

The final report is organized in terms of the following for each of the four major functions: 1) project activities and outcomes; 2) rationale for activities; 3) evaluative commentary; and 4) recommendations to others who may be considering similar efforts.

For reasons of brevity and lack of financial resources, only the bare bones of our experiences are laid before the reader. It would take another project to flesh out the form so that you, the reader, could truly capitalize on our experiences. The production of written curricula and 'how to' packets, audio-visual aids, and consultative services for people interested in duplicating our efforts are future goals of the WORC Project.

I am very grateful to the Fund for the Improvement of Post-secondary Education; especially to Russell Edgerton and Russell Garth, the WORC Project Officers, for their encouragement and assistance during the past two years.

The WORC Staff all deserve special mention, along with President Houlihan, Deans Carl Schilling and Frederic B. Viaux, and Director Lila M. Hexner, founder of WORC, without whose steadfast

support and commitment the WORC Project never would have existed. Finally, I wish to recognize all the hundreds and hundreds of people in the community who gave unstintingly of their energy, time and skills to the furthering of the WORC goals and philosophy. To them all, my heartfelt thanks.

Susan B. Capon
Co-Director



WIDENING OPPORTUNITY RESEARCH CENTER PROJECT

Final Report

Project Origins and General Purposes:

The Widening Opportunity Research Center (WORC) was originally established in 1972 by volunteers as a women's center, The Women's Opportunity Research Center. The motivating force behind the development of WORC was Lila M. Hexner, then a volunteer and now the Director of Community Services. During its first four years it expanded rapidly from a half-day conference to a multi-service center offering counseling, information and referral, and short-term training to women in the Greater Boston and Greater Lowell Areas.

In 1976, with the financial support of the Fund for the Improvement of Postsecondary Education, the Center opened wider its doors to include programs for men and women. At the beginning of the WORC Project, the Project was part of the Division of Continuing Education at Middlesex Community College. At its conclusion it separated from the Division of Continuing Education and became a separate Division of Community Services within the College.

WORC was a new approach to postsecondary education for adults who needed help through further education and support because their lives were interrupted through divorce, widowhood, retirement, un-

employment, and other life crises. In Massachusetts the number of adults who were out of school and in personal and career transitions was increasing dramatically. Unemployment was high, economic growth low, and family dislocations extensive. These adults needed help in assessing their skills, interests, and values; locating information about available educational and work opportunities; considering options, reaching conclusions, overcoming barriers, and following through on their plans. They wanted short-term training programs to help them find satisfying work.

For many of these adults there was little help available. As Massachusetts provides no funds for continuing education and community services, all programs and services for parttime non-traditional students must be on a self-supporting basis. Many financially injured by inflation and recession and in need of counseling and training often do not fit or project the profile required to obtain Government aid. They truly fall "between the cracks of current and educational programs".

To meet the needs of people seeking help in periods of crises and of those interested in developing adult service centers, the WORC Project was established with the help of FIPSE. Its goal was to research and develop ways to make continuing education in Massachusetts a cost-effective way to provide quality counseling and vocational training to both men and women of all ages and backgrounds.

A small project staff consisting mostly of parttime employees was established. During the first year the parttime staff consisted of the following: counselor/coordinator, career counselor/mobile van coordinator, employment referral coordinator, job developer, training coordinator, resource information coordinator, public relations specialist, volunteer programs coordinator, and secretary. In addition the full-time Director of Community Services and her secretary devoted part of their time to the WORC Project. During the second year everyone except the job developer continued to serve on the Project. To support the staff, parttime consultants were added to the staff. Besides the paid staff there were over fifty (50) parttime volunteers and interns who assisted the staff on a short-term basis.

Counseling:

- A. Activities and Outcomes: The WORC Counseling Services has helped over 8,000 men and women of all ages, nationalities, and races to make and implement educational, career, and employment counseling. It has reached its objectives through one-to-one counseling, the Mobile Van, Career/Life Planning and Skill Building seminars and workshops, one-day conferences, information and referral services, a resource library, and orientation days.

Two male parttime counselors, one Spanish-speaking, ex-

panded WORC services to men and Spanish-speaking people. They provided free individual and group career counseling to men at the Main Campus, and contacted local agencies which served Spanish-speaking people to inform them about WORC programs and services; invited them and their clients to participate, and made arrangements for a mobile van visit. A parttime minority female counselor expanded counseling services to Blacks and other minorities, older adults, and low-income people. Using the Mobile Van, she visited numerous social service agencies, educational institutions, and community organizations to provide up-to-date career, educational, and occupational information and guidance. In addition she provided free individual counseling at the Main Campus. Eight additional part-time career counselors, five counseling interns, and three paid from \$10.00 counseling fees, served on the Counseling Services Staff.

1. A total of 500 people were provided individual one hour career counseling at the Main Campus.
2. 3,500 low income, minority, and older adults were provided via the Mobile Van current career, occupational, and educational information and guidance.
3. Two Fall Opportunity Open Houses, Careers '77, and

- 3 R's provided up-to-date occupational, employment, and educational information to over 450 people in the community through mini-workshops, resource people, booths, and printed materials.
4. Four times Orientation Days were held to acquaint 175 people in the community with WORC programs and services.
 5. Two annual Spring conferences, "Challenges and Opportunities of Aging" and "Making The Years Count: Help Yourself To Health", provided 400 older adults and those who serve them consumer and survival information.
 6. Over 1,500 adults participated in a variety of life/career planning and skill-building workshops and seminars which were offered throughout the year at the Main Campus and at many Extension Centers and business sites.
 7. Thirty-five adults interested in returning to school attended two informational meetings co-sponsored by WORC and the Division of Student Services.
 8. 150 people attended a three-evening film/lecture series at the WORC Resource Library which focused on Personal Growth, Job Opportunities, and Living Alone.

9. More than 1,400 adults were provided information and referral services via the telephone and/or mail.
10. Over 500 visitors utilized the printed resources of the Resource Library.
11. Three new counseling services were developed: Quest, Discovery, and S.O.S. Quest is a very special counseling and testing program which includes two hours of counseling and an individualized interpretative report of the Harrington/O'Shea Career Decision-Making Systems. Discovery, a three-session individualized package, will be offered by the Educational Brokering Service at WORC. It will emphasize establishing educational goals, examining options, and facilitating action. S.O.S. (Services Offering Support) includes three support teams - Goal-Achievement Support Team, Divorce Support Team, and Suddenly Forty and Female - to provide support for a problem, goal, or life change.

B. Rationale for Activities: To reach as many adults as possible, a variety of counseling/guidance methods were utilized. Believing that the needs of different segments of the population are dissimilar, different services/

programs were designed to meet the special needs of re-entry women, retired men and women, unemployed, and/or mid-career changers.

C. Evaluation: It was found that almost all of the services/programs were well-received and attended.

1. The Mobile Van was very popular and in great demand by community organizations which did not have the resources or expertise to provide the counseling services. It was found that information to be most useful to underserved and unserved adult learners should be: presented in the language and jargon used by their clients; be explicit and concrete; and contain warnings or explanations. In addition programs for clients of social service agencies should: be presented by more than one counselor; be staffed by counselors experienced in working with disadvantaged populations or persons in crises; use visual aids as well as verbal information; be presented in the presence of a staff member of the co-sponsoring agency; distribute reinforcing handouts; include no more than one hour of verbal presentation, covering a limited amount of material in depth; and using only the simplest of exercises at the initial meeting.

2. Post-counseling questionnaires were sent to 150 clients who received individual counseling. Twenty-nine percent of the questionnaires were returned. Results are the following: Most of the clients were concerned with direction-seeking, making a mid-career change, and/or re-entering the job market. Fifty-nine percent rated the counseling received as very helpful; 18% rated it moderately helpful; and 23% rated it as only a little bit helpful or not helpful. Reasons for not finding the counseling very helpful indicated that many clients either had unrealistic expectations of what one-shot counseling could do for them, or had already done a lot of thinking and research about their problem, and their counseling session only confirmed what they already knew. Seventy-five percent felt that the material made available to them was very useful during their career planning and/or job search. Over 85% felt that the length of the counseling - one hour - was just right. Seventy-nine percent planned to take action, or took action, as a result of their counseling session. Eighty-nine percent said they would be willing to refer people to WORC.

3. Anonymous evaluations returned to WORC following the four conferences gave an overall rating of "Very Good - Excellent".
4. By matching up the names of people who attended the four Orientation Days to the names of participants who attended subsequent WORC Programs, it was found that everyone participated in at least one activity.
5. Evaluation of participant reaction to the life/career planning workshops and seminars indicated that only four of the forty-five instructors received a "Poor" rating. The one-day Saturday seminars which emphasized career exploration were highly successful. A one-day seminar "How To Buy A House" received the greatest response of any of the one-day seminars, and indicated that consumers were interested in learning how to prepare themselves to become educated buyers.
6. The majority of people who requested information and referral services were interested in information about education and training opportunities, financial aid, adult service centers nearer to them, WORC programs and services, resources for

divorced and separated women, and the occupational outlook in the Greater Boston Area.

7. A major challenge which faced the Counseling Staff was to develop services and programs for men. To assess the needs of male adults in the community, a men's support group was started in the Spring of 1977. The results of the assessment indicate that men wanted a short-term program involving speakers and information-giving, which would not require commitment of a great deal of time and effort from them. Topics of interest were the following: starting your own business, available services/programs for veterans, age discrimination, ways to handle problems at home during periods of unemployment and job dissatisfaction, career trends, occupational information in fields of greatest job opportunity, career changing, matching one's skills and interests to jobs, and the mechanics of the job search.

- D. Recommendations: It should be recognized that the counseling needs of adults are varied and changing. What works for one group may not work for another. What works at one time may not work at another time. Counseling and guidance programs cannot be set in con-

crete, but must remain flexible and finely-tuned to the needs of its clients.

Therefore it is recommended that the first steps in developing and implementing a counseling program for out-of-school adults is to identify which adults you want to serve, and then identify appropriate methods to provide the counseling services. For example; if you want to reach people who lack the confidence, transportation, child care, or financial resources to come to your institution, then develop outreach counseling and information and referral services via a mobile van, radio, TV, newspaper column, newsletter, or telephone. All these methods are potent cost-effective ways to provide counseling services to unserved and underserved segments of the community. Flexible scheduling of workshops and conferences at satellite campuses in a variety of neighborhoods, and the instituting of one-day Saturday Seminars are two more ways to increase access to counseling/guidance services. In addition the one-day seminars can act as barometers of learner interests and needs. At Middlesex Community College successful one-day seminars have led to the planning and implementation of one-

semester, competency-based training courses: The Travel Agent Training Program, and the Computer Programming Training Program.

Training:

A. Activities and Outcomes: During the two years over 850 adults participated in nine training programs sponsored by WORC: Business and Office Training, Clerical Retraining, Retail Training, L I V E (Learn, Intern, Validate for Employment), Venture, CETA-GED, H.O.P.E. (Health Occupations Provide Employment), Travel Agent Training, and Gerontology Training. Only L I V E and Venture were directly supported by FIPSE funds. In addition, the Institute for Small Business Concerns was planned for Fall implementation, and the C.A.R.E. (Counseling, Assessment, Referral, Employment) Project was funded by the Division of Occupational Education for Summer implementation. Seven parttime members of the staff were directly involved in planning and implementation of the training programs. Approximately fifteen volunteers assisted the staff.

1. Business, Office, and Retail Training Programs: Under a Post-Secondary Grant for Vocational Education, WORC offered two programs: 1) business and office skills, and 2) retail training. The programs were designed

for entry-level and/or for the marginally-employed who need to improve or expand their skills. Three hundred and sixty-six students were offered credit and non-credit academic courses, career counseling, and access to the WORC Employment Referral Service for work opportunities.

2. The Clerical Retraining Program: This tuition-funded parttime program served twenty-five mature women in need of jobs, and who wanted to re-enter the work world through the development or upgrading of their clerical and office skills.

3. L I V E (Learn, Intern, Validate for Employment): Thirty-four mature women participated in the L I V E Program. L I V E, partially funded by FIPSE funds, was a pilot program especially designed for women who wanted to re-enter the working world, or change the direction of their present careers. It is a two-semester, non-credit program that stresses the simultaneous development of confidence and competence. The Program runs for two consecutive semesters beginning in September and ending in May. Class involvement is 15 hours a week. During the first semester there are courses and workshops on the specifics of goal

and career clarification, personal growth and development, business management, administrative skills, time management, budgeting, communication practices, résumé writing, and interviewing techniques. During the second semester each L I V E participant has a four-month, 15 hours per week unpaid supervised internship. Interns meet on a regular basis with a L I V E Coordinator to evaluate experiences, and solve problems.

4. H.O.P.E. (Health Occupations Provide Employment):

H.O.P.E. was funded by the Division of Occupational Education to train fifteen men and women to work as home health aides and homemakers. The course of study was offered at Middlesex Community College on a parttime basis for thirteen weeks, and included classroom work, practical experiences, and training in a nursing laboratory. The students received six college credits upon successful completion of the Program.

5. Venture: This nationally-recognized one-semester volunteer training program is a transitional program for persons considering re-education or re-entry to the work force. It consists of a six-week self-assessment workshop, a support group, career counseling, and skill development through tuition-free courses and volunteer

work at the College. The program required a minimum of six hours per week. A special feature of Venture is the benefit of two tuition-free courses in Continuing Education for every fifty hours of volunteer work. During the past two years over thirty women have successfully completed the program.

6. CETA (Comprehensive Employment and Training Act) -

GED Program: The purpose of the GED Training Program was to provide training for twenty-five CETA clients to take the General Equivalency Diploma Test. Each student was assessed to determine strengths and weaknesses in order to develop a personalized program of instruction for each student. Besides an instructor who covered the fine areas of the GED test, there was also an aide who was present to work on particular problems on an individual or small group basis. A career counselor visited the classroom each week to discuss career directions and/or possibilities of continuing education. Of the twenty-five who trained for the GED, thirteen passed the test.

7. Gerontology: The Mary Rank Gerontology Center received funds from the Department of Elder Affairs to provide training for 285 people directly through its nine courses and programs at three outreach sites. In-

directly many others were served through materials and assistance provided to the agencies in their in-service training programs. The participants in these programs were older adults, family members, staff and volunteers of Home Care Corporations and Councils On Aging.

8. Travel Agent Training Program: Seventy people attended two sections of a fifteen-week travel agent training program. The course is designed for those wishing a solid foundation for future work in a travel agency. It features lectures and practical training sessions covering reservations, fares, ticketing, group and individual tours by air, ship, rail, and bus. Automation and career opportunities are discussed.
9. C.A.R.E. (Counseling, Assessment, Referral, Employment) Program: A counseling and assessment project was funded by the Division of Occupational Education to begin in July, 1978. This three-month project will initiate a variety of counseling and assessment activities to provide information, referral, and placement of underserved students at Middlesex Community College.
10. The Institute for Small Business Concerns (ISBC): An advisory group of business people from very small businesses and college personnel met in the Spring of 1978

to plan a series of seminars for Fall, 1978, which would address the specific issues that are of common interest to the man or woman engaged in a small business. Experienced business professionals will share their expertise at a series of breakfast meetings. Topics that will be covered include: Marketing Techniques, Advertising Principles, Inventory Control, Cash Flow, Security Problems, Applications for Loans, and the Small Business Administration As a Resource.

- B. Rationale For Activities: Because the training and skill of WORC Volunteer Professionals is so important to the perpetuation of a cost-effective service center, volunteer training was an integral part of the overall design of the WORC Project.

Short-term and flexible training programs for employment were designed in answer to the needs of adults unable to devote even two years on a full-time basis to the kinds of training programs now available. The emphasis was on preparation for jobs which had high employment potential, and which led to higher level jobs. In addition stress was placed on training toward a general occupational competency rather than over-specialization which often leads to a constant need to retrain.

C. Evaluation: Overall, the training programs were very successful, and well run. The use of counseling, resource people, advisory committees, support groups, internships, and field trips appeared to strengthen the training programs. Flexible scheduling, and use of outreach training sites encouraged participation in the training programs. However, some weaknesses in rationale or program design appeared in some of the programs.

1. Combining the need for self-assessment, skill-building, and reality testing into a flexible schedule raised the cost per student in the L I V E Program more than was anticipated. The L I V E Staff re-evaluated and revised the program with the aid of the L I V E participants. As a result of the evaluation the L I V E Program was redesigned to involve fewer class hours and formal seminars and workshops, and rely more on on-the-job and outside-the-classroom learning. In addition it was felt that although the utilization of many different resource people were invaluable to their learning experience, it was felt that it was important to have one person as an on-going Support Leader/Instructor to provide continuity. Further refinements of the program design were the following: fewer faculty to create greater continuity between topics;

more supervision of internships; more contact between L I V E job developer, interns, and on-the-job supervisors; more detailed job descriptions; and early evaluation of the intern's progress.

The L I V E Program has shown a great potential for giving mature women a place to regain confidence and competence at the College, followed by the necessary reality testing. Furthermore, the L I V E Program design could be tailored for special populations such as alcoholics, ex-offenders and/or prisoners, and aging retired people.

2. The introduction of Venture and its restructuring has resulted in a pre-screened group of committed women entering the program. Venture provides a mutually beneficial arrangement for the College and for the participants. Each succeeding session attracts a larger group of people. Many of its graduates go on to school or work, with some remaining at the Center as a means to take further courses or to take part in an exciting, supportive environment. However, the nationally recognized Venture Program has not met its objective to create a resource pool of experienced Volunteer Professionals to replace or support the WORC Staff. As a rule WORC has been unable to attract experienced

Volunteer Professionals in a wide variety of positions. In addition many of the volunteers stay in the Venture Program only long enough to reach the number of hours they need to gain admittance to a course in Continuing Education or to complete the program.

3. Although the H.O.P.E. Training Program achieved all of its objectives, it was a difficult program to implement. Recruitment of individuals not sponsored by agencies or organizations was very difficult. It soon appeared that the low salary for home health aides and homemakers discouraged people from participating in the thirteen-week program even though there would be jobs available at the end of the program. However, community, non-profit, and proprietary agencies were very pleased with H.O.P.E.'s effectiveness in increasing their employees' skills and knowledge, and were eager to hire the graduates of the program.

- D. Recommendations: Before you plan a job training program, it is strongly recommended that you form an advisory committee composed of representatives of the population you want to train and potential employers. Advisory committees can provide additional information and suggestions which can be invaluable in the planning and implementing of new programs. Hindsight indicated that if we had spoken more

to potential trainees and less to potential employers; we would have discovered the flaw in the H.O.P.E. Program. Furthermore, it is suggested that program administrators work closely with the instructors on developing courses to insure that they meet the needs of the students. Also it is advisable to select instructors who can work well with the specific population to be trained. It is unusual for an instructor to be able to teach all types of students. And, finally, having a variety of easily accessible training sites encourages more participation.

Employment Referral:

- A. Activities and Outcomes: Employment Referral, an employment clearing house, directed and served over 550 men, women, and employers during the past two years. It reached its objectives through a job clearing house, job club, an employment opportunities survey, development of linkages with Chambers of Commerce, industry, businesses, Government agencies, and business associations. During the first year of the Project it was staffed by two parttime people: a coordinator, and a job developer. After the first year the job developer position was phased out. Moreover, over ten volunteers assisted the paid staff.
1. Contact was made with over 150 businesses and industries, Government agencies, business associations, and community

groups. Through linkage-building information was gathered which was very useful in planning counseling and training programs.

2. Information on present and future local employment opportunities was gathered from over fifty Personnel Directors. In addition their attitudes on new modes of employment such as flex-time, parttime, partnerships, and in hiring the older adult were also investigated. Findings indicated the following: 1) few places in Massachusetts had flex-time schedules, but were very popular where instituted; 2) job sharing was almost non-existent; 3) many companies indicated an interest in hiring people over 65; and 4) there were many opportunities for upward mobility for secretaries.
3. Thirty-five people interested in finding or upgrading their jobs attended a "Secretarial Career Day". Besides providing the participants a chance to talk with prospective employers, it also provided information on secretarial opportunities in business, industry, education, and Government agencies.
4. Maintained a bank of over 200 resumes which were used to match up with the job vacancy needs of employers.

5. For Employment Referral registrants, a Job Club was inaugurated in order to give support to former working women who still faced difficulty finding the right job for them - parttime, flex-time, job sharing, or full time. Twenty-three job seekers attended two Job Clubs.

B. Rationale For Activities: It is important that local educational agencies build linkages with area businesses in order to plan the kind of counseling and training programs which will get people jobs.

Accurate job information, job development, and referral services are important components in any program which seeks to help people change careers, and find and maintain jobs.

C. Evaluation: Employment Referral was very effective in making contact with outside organizations and institutions which provided information and resources useful for program planning and implementation. However, because much of what Employment Referral had been doing in employment counseling and placement was being done by CETA, the Division of Employment Security branch offices, and other community organizations, Employment Referral was phased out in June, 1978.

- D. Recommendations: Before an organization develops an employment referral or placement service open to the community, it should first investigate whether these services are already being provided by other local organizations. If so, then it should seriously consider just referring people to those organizations rather than duplicate those services by creating another program. However, it is highly recommended that whenever a short-term training program is developed, a placement counselor should be included as part of the staff.

Promotion of Adult Service Centers:

- A. Activities and Outcomes: WORC provided advice and information to many people on how to develop adult service centers in other towns, states, and countries. During the past two years leaders from Massachusetts colleges, community groups, businesses, and governmental agencies which indicated an interest in learning more about how WORC was created and maintained were provided free consultation by the WORC Staff at WORC and at various off-campus sites. An even larger community was reached via the telephone, mail, newspapers, radio, television, the WORC Newsletter, a weekly newspaper column, and the Speakers' Bureau.
1. Two WORC-like centers were developed at two Massachusetts community colleges following on-site visits of their

Deans of Continuing Education. Berkshire Community College announced plans to open a Women's Center; Northern Essex hired a coordinator to develop a multifaceted program with an emphasis on programs for women, gerontology, and basic education. In addition North Shore Community College incorporated the Volunteer-For-Credit Program.

2. As a member of the Massachusetts State Advisory Council on Vocational Education, Lila Hexner, WORC Project Co-director, represented adults interested in access to training for jobs. She advocated the investigation and promotion of cost-effective ways to provide quality vocational counseling and training programs for adults in Massachusetts. WORC was one of the models she promoted.
3. Dozens of telephone requests for information on the WORC program were received monthly, and an equal number of requests for written materials have been answered. The most distant inquiry came from Australia, and the most unusual consultation was given to adult educators from Morocco by a French-speaking Staff Member.
4. One hundred and twenty adult educators from the United States and several foreign countries received information about how to develop adult service centers.

5. The WORC weekly newspaper column (FOR WOMEN, MOSTLY) which reached over 46,000 homes, and the WORC Newsletter which was sent to over 2,300 people, provided information about WORC programs and services.
6. The WORC Project Staff spoke to more than 4,000 people about WORC goals and programs.

- B. Rationale For Activities: Intensive promotion of WORC programs and services, and information about how WORC was created and developed were thought sufficient in the promotion of adult service centers throughout Massachusetts and the United States.
- C. Evaluation: The visibility that FIPSE support provided, and the efforts of the WORC Staff to publicize its programs and services created a dramatic increase in requests for information about WORC, and how to develop WORC-like programs. Hundreds of requests for information came from colleges throughout Massachusetts, most of the fifty States, and several foreign countries. They have asked for written resources and input from WORC Personnel. Requests have been especially frustrating when they have come from underserved adults, program planners, and/or continuing education administrators from other Massachusetts community college service areas. Unfortunately, it became apparent

that the WORC Staff did not have the resources to adequately respond to the numerous requests for help. Hampered by the lack of funding, the WORC Staff was unable to develop the curricula, "How To" packets, and consultative services that should be available to interested people.

- D. Recommendations: Institutions interested in having their model programs duplicated must do more than make people aware of their specific components and benefits. They need to develop written resources and extensive consultation services to insure successful transplantation of their programs. The survival rate of transplanted programs will increase if there is on-going communication and interaction between the originators of the model program and people interested in developing a similar program.

Some General Reflections

The WORC Project was not completely successful. There were two intended outcomes which were not fully achieved: 1) to create a reservoir of trained and skilled volunteers to staff the WORC adult service center, and 2) to provide information and training to representatives of agencies and educational institutions on how to develop and monitor self-perpetuating adult service centers.

WORC was unable through its L I V E, Venture, and other programs to create a pool of experienced, committed volunteers to replace or supplement the efforts of the paid staff. Only in a few instances were there experienced volunteers available to step into positions of responsibility. Its assumption that the Center would continue to attract experienced volunteers to maintain and expand its programs and services was incorrect. The conditions that existed in 1972 which spawned WORC no longer existed. Many women who had the skills and experiences which WORC needed were not interested in volunteering, or if they did, it was only on a very limited basis. The all-out commitment and effort of the early WORCers was missing.

After the first year it became apparent that the WORC Staff

was overly ambitious and naive in establishing the second goal. There just were not enough resources to adequately respond to the numerous requests for help in setting up WORC-like programs. People did not want to hear only the WORC story, or receive brief descriptions of its programs and services. What they wanted was detailed instructions and guidelines and on-going support.

These nitty-gritty details of two unsuccessful aspects of the WORC Project should not detract from the overwhelming success of the Project as a whole. The sheer numbers of people that the WORC Project affected, and the variety of quality, cost-effective programs and services developed and implemented are impressive. However, it is not the magnitude of the numbers of people served or the variety of programs initiated that were the most significant outcomes of the Project. What was most significant turned out to be the legitimation and institutionalization of the WORC Project.

In June, 1978, the WORC Project officially separated from the Division of Continuing Education, and became the Division of Community Services. Lila Hexner, former Director of WORC and Co-Director of the WORC Project, became its first head. This newly-created Division, unique in the community college system in Massachusetts, will act as a bridge between the Day Division, the Division of Continuing Education, outside agencies and organizations, and individual learners. The name "WORC" was given to the Women's Center, the original owner of the name.

WORC has traveled on a long and arduous journey. From being a small band of "mavericks" outside the educational mainstream in 1972, it became in 1978 one of three divisions of a community college. WORC is an example of how adult learners themselves can become a major force in the development of programs and services most suited to their needs. It was an educational laboratory from which a mixture of community services has been developed. The WORC Project helped make a community college a multi-dimensional institution. Where once stood only a two-year college for those who could fit into a traditional program, there now stands an institution which truly serves the educational needs of its community.

The WORC Project concludes its efforts on a positive note - its institutionalization, and the diffusion of its philosophy and beliefs through the College. It has turned some disbelievers into believers - not an easy feat to accomplish.

APPENDIX

- A Samples of Questionnaires
- B Samples of Counseling Handouts
- C WORC's Flyers and Brochures
- D Division of Community Services Section of Fall, 1978 Tabloid
- E Sample Division of Community Services Newsletter
- F Sample WORC newspaper column, FOR WOMEN, MOSTLY